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ABSTRACT

A set of self-evaluation procedures using videotape was developed to provide teachers with a means for observing their teaching and then reflecting on what occurred. The self-evaluation model consists of two components: (1) a transition observation instrument (TOI) which was designed based on classroom management variables known to influence transition effectiveness; and (2) a user's manual consisting of basic information needed to code the TOI and a reference text on classroom management strategies. For the actual videotaping a timeline was developed for distinguishing allocated time from transition time and determining the lengths of allocated time segments and transition time segments within class activities. The evaluation procedures were field tested with experienced elementary, secondary, and college teachers who watched a videotape of a middle school science teacher and coded the TOI following procedures described in the manual. A teacher using the procedure would videotape his or her own classroom activities, watch the videotape, and code observed classroom management variables onto the TOI. A detailed scenario of a middle school English teacher's use of the procedure illustrates how it functions. (AMH)

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Self-Evaluation Procedures for Teachers

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Paper presented at the 1991 ATE Summer Conference, Minot ND

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Introduction

Two types of evaluations of teaching are necessary in today's schools: (a) summative evaluations for providing administrative supervisors with information for decisions for teacher retention or advancement and (b) formative evaluations for purposes of instructional supervision (Cangelosi, 1991; Cooper, 1984).

A conflict develops when the instructional supervisor is also responsible for summative evaluations used for the retention or advancement of a teacher within the schools (Cangelosi, 1991). When supervisors serve this dual role, evaluating teaching for purposes of improving teaching skills may become confused with evaluating teaching for tenure and salary advances (Barber & Klein, 1983). As a result, individual teachers may feel insecure in asking supervisors for help in improving skills.

Another limitation of instructional supervision is the ratio of supervisors to teachers. Often times, building principals are responsible for the instructional supervision responsibilities in their schools. If a school is small, the principal may supervise eight teachers. If, however, the school is large, the principal or assistant principal may supervise 60 or more teachers. As a result, the supervisor may not be able to provide the time necessary for helping individuals enhance their teaching.

Teachers themselves are in a position to fill the gap in instructional supervision. Most teachers want to improve their teaching skills and would be willing to evaluate their own

instruction if they had the necessary resources (Oliva, 1988).

However, most evaluation models, both summative and formative, are designed for a supervisor to make observations and then provide teachers with a summary of what they observed. These summaries provide teachers with an overall performance rating but do little to focus on specific strengths and weaknesses (Stacy et al., 1988; Tanney & Salahi, 1988; Trentham et al., 1987). In the process of combining many different teaching behaviors into a summary report specific information on teaching is lost (Soar, 1983; Soar et. al., 1983). The complexity of the classroom situation makes it difficult to accurately summarize a teacher's classroom performance. Many times what is reported is influenced by the number of situations with which observers must deal within a single teaching episode (Capie, 1985). For example, a subtle communication from the teacher may be missed because the observer is busy recording information or is focused on another part of the class.

Videotape recordings have been used in classroom research as an aid for researchers to view classroom teaching and determine variables of teaching effectiveness (Kounin, 1970; Kounin & Doyle, 1971; Kounin & Gump, 1974). Videotape recording has also been used in pre-service programs to provide feedback to students in methods classes (Brasseur & Anderson, 1983; Imwold, 1984). Few teacher evaluations programs, however, use videotapes to record a teacher's performance that can be used later for discussion and formative development. Nor are videotapes

regularly used for comparing observer information against what actually occurred in the classroom to determine the accuracy of the observations. Most teacher evaluations in use today (e.g., Tennessee State Department of Education, 1985) are designed so that observers provide summarized results to teachers. They are not designed for teachers to videotape their learning activities and then systematically analyze their own teaching.

The purpose of the study was to develop a set of self-evaluation procedures utilizing videotape which provides teachers with a means for observing their teaching and then reflecting on what occurred. The procedures indicate how to videotape a class, and then code the evaluation instrument. From the coded information, teachers can reflect on what occurred and make decisions accordingly.

The self-evaluation model consists of two components:

1. A Transition Observation Instrument (TOI) (see Figure 1) was designed based on classroom management variables known to influence transition effectiveness (Arlin, 1979; Cangelosi, 1988; Emmer, Evertson, Sanford, Clements, & Worsham, 1984; Jones and Jones, 1986).

2. A user's manual was produced which provides the teacher with (a) an overview of the classroom management concepts, principles, and techniques necessary to complete the TOI, and (b) procedures for videotaping the classroom activity, coding the TOI, and interpreting its results. In addition to the user's manual, Classroom Management Strategies: Gaining and Maintaining Student Cooperation by James

Figure 1. Transition Observation Instrument

TRANSITION OBSERVATION INSTRUMENT

Page # _____

Number of students present _____.

1. Transition
   - Allocated
   - Other
   - Counter Number

2. Continuity
   Number of students who have started the activity

3a. Student off-task behavior
   D = disruptive off-task N = nondisruptive off-task

3b. Teacher intervention of off-task student behavior
   (record on student off-task behavior)
   Circle = Those student off-task behaviors for which the teacher intervened

3c. Summarizing student off-task behavior

4. Purpose of transition
   Write a short statement on the purpose of transition

5. Teacher language
   D = Descriptive J = Judgmental ? = Don't know
   N = Neither descriptive nor judgmental

6. Teacher talk (record on teacher language)
   X = Nonpurposeful talk
   Circle = Purposeful talk

7. Teacher had students' attention before speaking
   Y = Yes N = No NA = Not applicable ? = Don't know

8. Organization of materials
   Teaching materials were immediately available
   Y = Yes N = No NA = Not applicable ? = Don't know
   Administrative materials were immediately available
   Y = Yes N = No NA = Not applicable ? = Don't know

9. Directions
   Teacher indicated
   - What to do (Y/N)
   - When to do it (Y/N)
   - How to do it (Y/N)
   - How to get assistance (Y/N)
   - What to do when finished (Y/N)
   - Used medium other than verbal (overhead, chalkboard, video) (Y/N)

10. Displayed withitness
    Y = Yes Displayed withitness
    N = No Did not display withitness
    ? = Don't know if teacher displayed withitness

S. Cangelosi was selected as a reference text to be used with the user's manual. The user's manual is a brief overview of various classroom management strategies designed to provide the user with the basic information needed to code the TOI. The reference text is a much more complete source of information and was included so that teachers who wanted more information would have it at their fingertips.

Development of the TOI

Relevance

The items of the TOI were designed based on variables which influence effective transitions (Arlin, 1979; Cangelosi, 1988: Emmer, Evertson, Sanford, Clements & Worsham, 1984; Jones & Jones, 1986). The variables of concern were:

1. length of the transition within the class
2. continuity of activity changes
3. type of student off-task behavior
4. factors which influence a businesslike learning environment within transitions
   a) type of language teacher used (i.e., descriptive, judgmental)
   b) level of student attention teacher gained before speaking
   c) readiness of administrative and instructional materials
   d) clarity of directions

e) level of teacher's withitness

f) purposefulness of teacher's talk

g) teacher intervention of student off-task behavior.

Each of the aforementioned variables was then operationally defined so they could be identified by coders and recorded on the TOI. With the exception of continuity, definitions for the variables were taken from classroom management literature (e.g., Arlin, 1979; Cangelosi, 1988; Emmer, Evertson, Sanford, Clements, & Worsham, 1984; Fischer, Berliner, Filby, Marliave, Cahen, & Dishaw, 1980; Jones & Jones, 1986). Continuity was defined as the length of time it took students to began the learning activity when the teacher indicated it was appropriate to start.

Instrument Design

To avoid having to determine the length of the transition and allocated portions of class time while trying to determine which activity was occurring, a timeline was developed for (a) distinguishing allocated time from transition time and (b) determining the lengths of allocated time segments and transition time segments within class activities. The timeline represents 20 minutes of class time that has been partitioned into 20-second time frames. During the videotaping, the camera is panned across the class session in 20-second sweeps. When the videotape is later reviewed, a cell of the timeline under the appropriate activity (i.e., allocated, transition, or other) is marked off for each sweep of the camera. Thus, three cells of the

timeline correspond to one minute of class time. When completed, the timeline provides an overall picture of the proportion of allocated time to transition time during the class session.

Development of the User's Manual

Manual Design

As the Transition Observation Instrument was developed, a user's manual was created concurrently. It was designed to provide the teacher with (a) an overview of the classroom management concepts, principles, and techniques necessary to complete the TOI and (b) the procedures and equipment necessary to code and interpret the results of the TOI.

Field Test

The evaluation procedures were field tested with elementary, secondary and collegiate teachers whose teaching experience ranged from three to 30 years. These teachers watched a videotape of a middle-school science teacher and coded the TOI following procedures described in the user's manual. Subsequently, the teachers completed questionnaires design to provide information concerning the usability of the procedures. Results indicated that the teachers thought the procedures provided them with practical information about what occurred in the classroom. Ten of the 15 indicated they would like to try the procedures in their own classrooms.

Implementing the Self-Evaluation Procedures

The procedures were designed to provide a classroom teacher in any content area, grade level, and type of classroom activity with formative feedback about specific classroom management variables. They were not designed for summative evaluations of teaching performance.

To complete the procedures, the teacher videotapes his or her classroom activities according to specifications outlined in the user's manual. The teacher then watches the videotape and codes observed classroom management variables onto the TOI (see Figure 2). The results are used to analyze classroom events, stimulating reflective thinking about classroom management strategies.

The following scenario illustrates how a teacher might use the TOI:

> Mr. Sharp is a middle school English teacher who wants to increase the efficiency of his classroom activities. He taught a student aide to videotape one of his class sessions using 20-second camera sweeps as indicated by the user's manual. After the recording was made, he coded the TOI as indicated in Figure 2. When finished, he used the information to reflect on what occurred during the first transition. The following is a narrative of the first transition from Mr. Sharp's class.
>
> It is the beginning of Mr. Sharp's fourth-period

English class. Students are entering the classroom and taking their seats while Mr. Sharp visits with several of the students. When the bell rings all of the students are in their seats, although some are still talking. Mr. Sharp closes the door and says, "We seem to be missing some people today. About half the class is missing. Well, let's get started anyway. You have a journal-cover design due today. I would like you to pass them to the front of the room." Some of the students continue to talk while Mr. Sharp is requesting the cover designs. Several students are busily working to finish their designs. Mr. Sharp says, "Pass you cover designs to the front of the room. This is not the time to be working on them. If you aren't finished, put them away right now, or I will take them." Three students who were working on their covers, quickly put them away and begin attending to Mr. Sharp.

After the papers are passed forward, Mr. Sharp makes a few comments about the class's performance this quarter. "Most of you have been doing a great job this term. Keep up the good work. Some of you need to get serious about classwork if you plan to get a decent grade this term. There are still three weeks left, so get busy. What I would like you to do now is take out your vocabulary notebooks and add

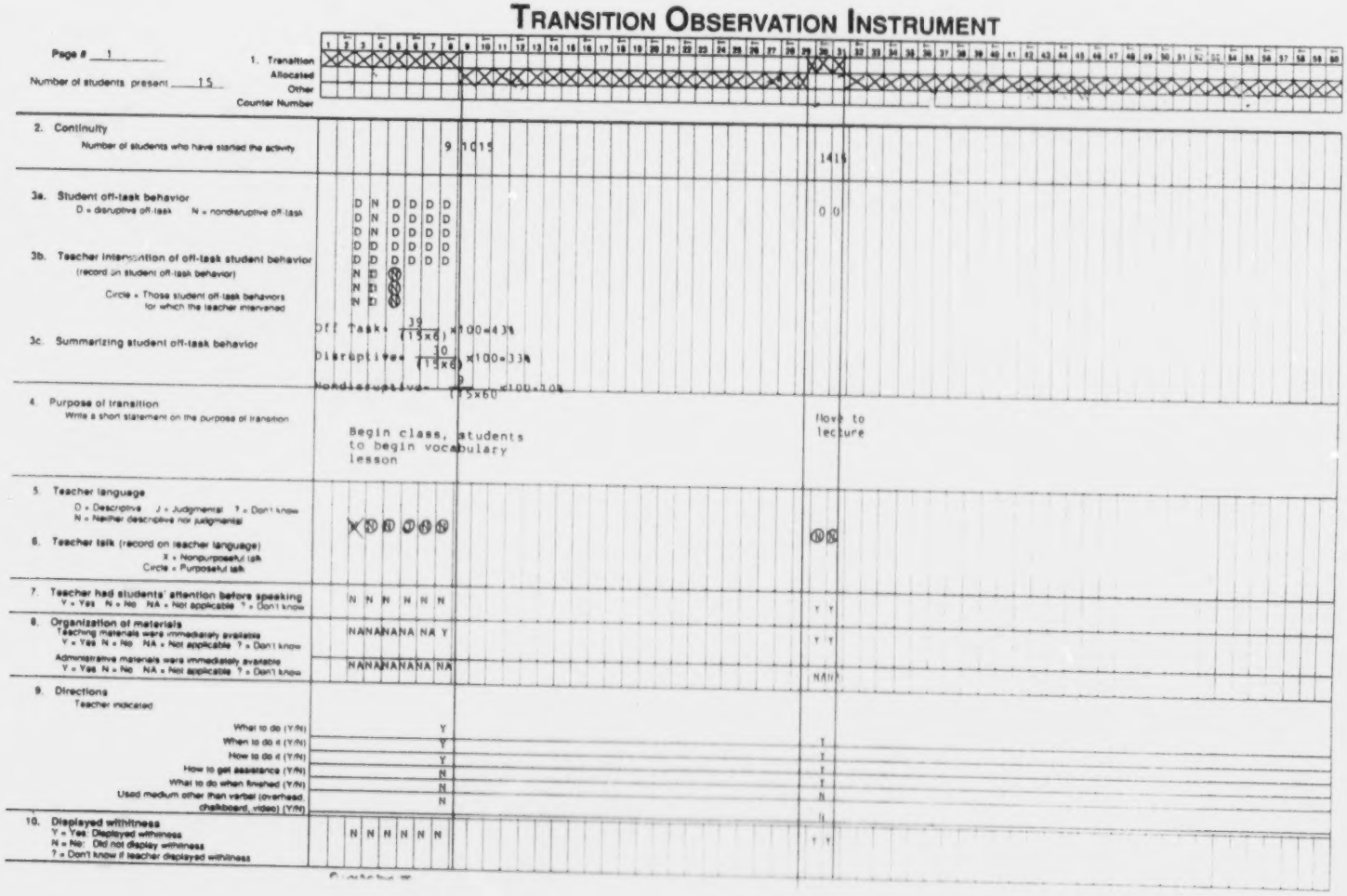
these words to your list of words. Remember to include an example for each of the definitions. You may begin." As Mr. Sharp finishes speaking, he raises the screen that had been pulled down to cover the words that he had written earlier on the chalkboard. Students are busily writing the words down in their notebooks.

The following is Mr. Sharp's analysis based on what he recorded on the TOI (see figure 2).

Continuity

Mr. Sharp determined that he first mentioned the learning activity during the last 20 seconds of the transition. During that 20-second column (#8) he marked 9 out 15 students as having begun work in their notebooks. During the first column (#9) of allocated time, 10 students were doing the learning activity, and all 15 students had begun working on the learning activity by the time 40 seconds of allocated time had passed. Mr. Sharp determined that he had good continuity because all 15 students were working in their notebooks by the time 40 seconds of allocated time had passed (See Figure 3).

Figure 2. Mr. Sharp's Coded TOI.


TRANSITION OBSERVATION INSTRUMENT
Page # 1
Number of students present 15
1. Transition
Allocated
Other
Counter Number
2. Continuity
Number of students who have started the activity
9 10 15
14 15
3a. Student off-task behavior
D = disruptive off-task N = nondisruptive off-task
3b. Teacher intervention of off-task student behavior
(record on student off-task behavior)
Circle = Those student off-task behaviors for which the teacher intervened
3c. Summarizing student off-task behavior
Off task= 39/(15x6) x100=43%
Disruptive= 30/(15x6) x100=33%
Nondisruptive= 9/(15x6) x100=10%
0 0
4. Purpose of transition
Write a short statement on the purpose of transition
Begin class, students to begin vocabulary lesson
Move to lecture
5. Teacher language
D = Descriptive J = Judgmental ? = Don't know
N = Neither descriptive nor judgmental
6. Teacher talk (record on teacher language)
X = Nonpurposeful talk
Circle = Purposeful talk
7. Teacher had students' attention before speaking
Y = Yes N = No NA = Not applicable ? = Don't know
N N N N N N
Y Y
8. Organization of materials
Teaching materials were immediately available
Y = Yes N = No NA = Not applicable ? = Don't know
N A N A N A N A N A Y
Y Y
Administrative materials were immediately available
Y = Yes N = No NA = Not applicable ? = Don't know
N A N A N A N A N A N A
NA NA
9. Directions
Teacher indicated
What to do (Y/N)
When to do it (Y/N)
How to do it (Y/N)
How to get assistance (Y/N)
What to do when finished (Y/N)
Used medium other than verbal (overhead, chalkboard, video) (Y/N)
Y Y Y N N N
Y Y Y N N N
10. Displayed withitness
Y = Yes: Displayed withitness
N = No: Did not display withitness
? = Don't know if teacher displayed withitness
N N N N N N
Y Y

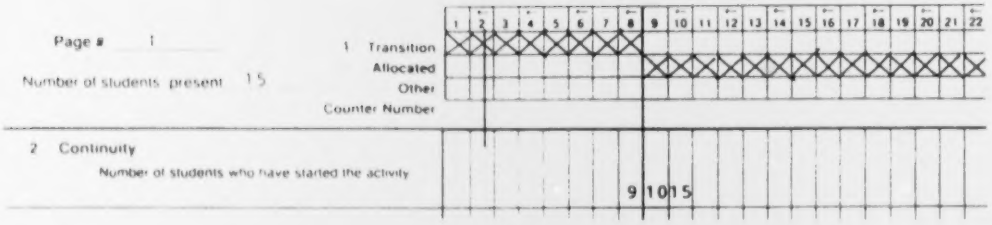

Page # 1
Number of students present 15
1 Transition
Allocated
Other
Counter Number
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22
2 Continuity
Number of students who have started the activity
9 10 15

Figure 3. Mr. Sharp's Coding of Continuity

Off-task behavior

As he reviewed the TOI, he noted that class didn't start until column two on the TOI (see Figure 4). Thus, Mr. Sharp did not mark any of the students who were talking as being off task. The class began during column #3 at which time Mr. Sharp recorded five students being disruptive. As he reviewed the transition observation instrument, he noted that none of the coded "D"s were circled. He realized that he did nothing to stop the disruptive off-task behavior. In column #4 there were eight students off task, three nondisruptive and five disruptive. As none of the behaviors were circled, he realized that he did not intervene in any of the off-task behaviors. In column #5 he noted that there were still eight students off task. The three "N"s were circled, indicating that he did tell students to stop the nondisruptive off-task behavior but not the disruptive behavior. In column #6 only those

students who were displaying disruptive off-task behaviors were still off task. He reviewed the video again and realized that when he said "If you're not finished (with your cover sheets), put them away right now or I will take them," the students who were working on their cover sheets put them away and began listening. Thus, when he intervened in the nondisruptive off-task behavior, those students went from being off task to being on task.

Mr. Sharp determined the 44% of his class was off task during the transition and that 36% of the off-task behavior was disruptive and 8% was nondisruptive. He also checks to see what the off-task behavior percentage was before and after he intervened. Mr. Sharp concluded that 53% ((24/(15 x 3)) x 100 = 53%) of the students were off task until he intervened in the nondisruptive off-task behavior, at which time the percentage of off-task behavior dropped to 35% ((16/(15 x 3)) x 100 = 35%). He decided that he needs to intervene more often when students display off-task behavior.

Teacher Language and Purposefulness of Language

Mr. Sharp noticed that during of the transition

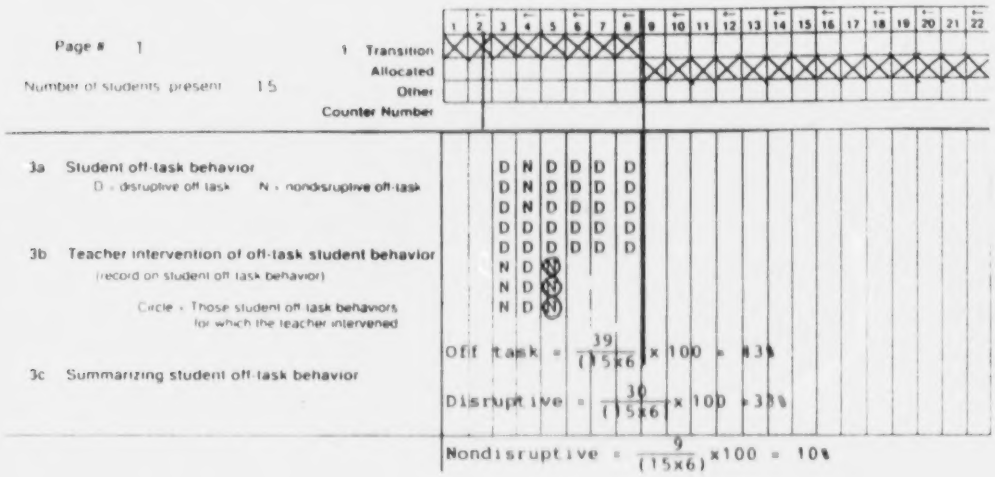

Page # 1
Number of students present 15
1 Transition
Allocated
Other
Counter Number
3a Student off-task behavior
D = disruptive off-task N = nondisruptive off-task
3b Teacher intervention of off-task student behavior
(record on student off-task behavior)
Circle = Those student off-task behaviors for which the teacher intervened
3c Summarizing student off-task behavior
Off task = 39/(15x6) x 100 = 43%
Disruptive = 30/(15x6) x 100 = 33%
Nondisruptive = 9/(15x6) x100 = 10%

Figure 4. Mr. Sharp's Coding of Off-Task Behavior

his language was neither judgmental or descriptive. In column #6 when he was discussing student performance, his language became judgmental. He listened to what he said and thought about how he could communicate the same message using descriptive rather than judgmental language.

All but column #1 of the coded observations under teacher talk were circled. This reminded Mr. Sharp that he categorized his language for those segments as purposeful. The "X" through column #3 indicated to Mr. Sharp that he thought his talk was not purposeful (See Figure 5).

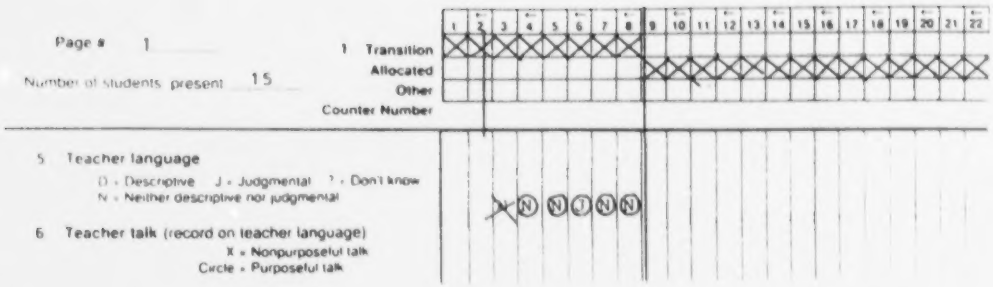

Page # 1
Number of students present 15
1 Transition
Allocated
Other
Counter Number
5 Teacher language
D = Descriptive J = Judgmental ? = Don't know
N = Neither descriptive nor judgmental
6 Teacher talk (record on teacher language)
X = Nonpurposeful talk
Circle = Purposeful talk

Figure 5. Mr. Sharp's Coding of Teacher Language

Gained Students' Attention

Mr. Sharp noted that he recorded "No" for gaining students' attention for columns #3 through #8. As he reviewed the tape again, he observed several students talking while he was giving directions. He realized that all of the students did not automatically stop talking when he began talking. He decided that in the future he will work harder to get the students' attention before he begins speaking (See Figure 6).

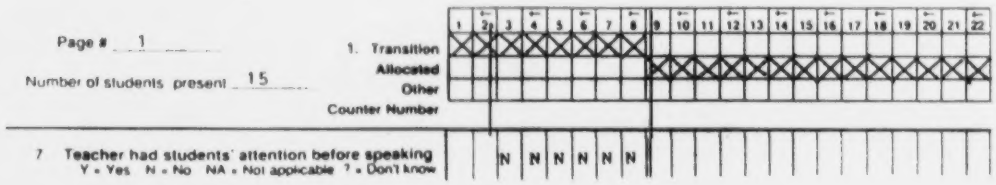

Page # 1
Number of students present 15
1. Transition
Allocated
Other
Counter Number
7 Teacher had students' attention before speaking
Y = Yes N = No NA = Not applicable ? = Don't know

Figure 6. Mr. Sharp's Coding of Gaining Students' Attention

Organization of Materials

For columns #3 through #5 Mr. Sharp had recorded "NA" and for column #6 a "Y." Because he

didn't need the materials until the end of the transition, he didn't do anything with them at the beginning of the transition. He planned ahead, however, and had the materials ready for when he did need them. Before class he wrote the vocabulary words on the board and then covered them with the screen. When he was ready to begin the learning activity, he simply raised the screen. He has found this technique works well because he begins several of his classes with the same vocabulary words. He also recorded "NA" for administrative materials because he did not do any administrative tasks during the transition (see Figure 7).

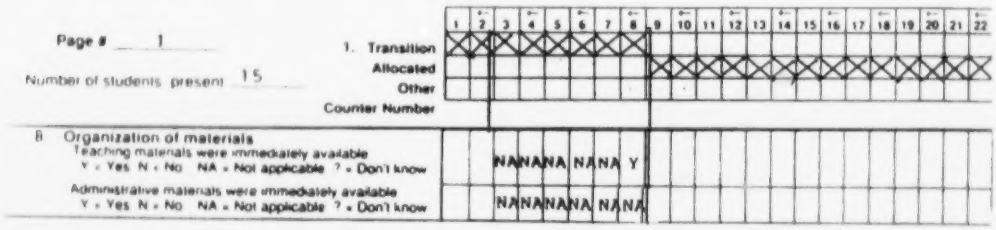

Page # 1
Number of students present 15
1. Transition
Allocated
Other
Counter Number
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22
8. Organization of materials
Teaching materials were immediately available
Y = Yes N = No NA = Not applicable ? = Don't know
NANANA NANA Y
Administrative materials were immediately available
Y = Yes N = No NA = Not applicable ? = Don't know
NANANANA NANA

Figure 7. Mr. Sharp's Coding of Readiness of Instructional Materials

Directions

Mr. Sharp recorded "Y" for what to do, how to do it, and when to do it for the directions. He recorded "N" for what to do when finished, how to get assistance, and used another medium. While he didn't have any problems with the students following

his directions during the transition, he remembered that half the class began wandering in about 10 minutes later, as they had been involved in another school activity elsewhere in the building. As a result, he repeated the directions several times as each new group of students arrived. He thought that he could devise a method by which tardy students can get the directions without disrupting the whole class (see Figure 8).

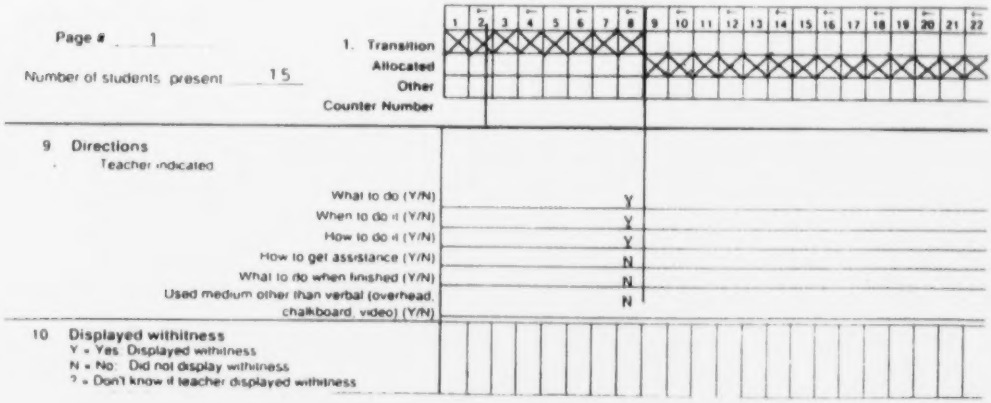

Page # 1
Number of students present 15
1. Transition
Allocated
Other
Counter Number
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22
9 Directions
Teacher indicated
What to do (Y/N)
When to do it (Y/N)
How to do it (Y/N)
How to get assistance (Y/N)
What to do when finished (Y/N)
Used medium other than verbal (overhead, chalkboard, video) (Y/N)
Y
Y
Y
N
N
N
10 Displayed withitness
Y = Yes: Displayed withitness
N = No: Did not display withitness
? = Don't know if teacher displayed withitness

Figure 8. Mr. Sharp's Coding of Directions

Withitness

Using the rules indicated in the directions, Mr. Sharp decided that he didn't display a high level of withitness during the transition. He didn't know until reviewing the videotape that students were talking. While he was tempted to credit himself with withitness in column # 5 (when he intervened

in the nondisruptive behavior), he had to admit that he didn't realize those students were off task until he reviewed the tape. Because he believes he should increase his level of withitness, he decided to code this as not displaying withitness as a reminder to become more aware of what is occurring in class (see Figure 9).

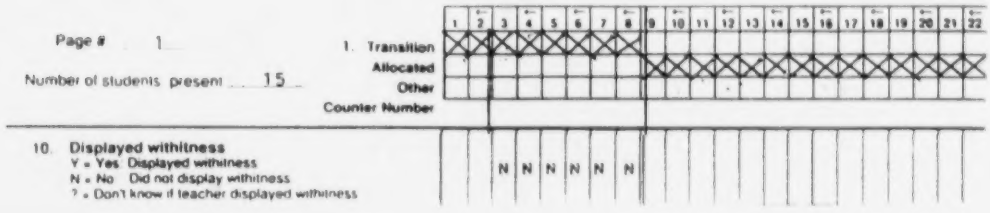

Page # 1
Number of students present 15
1. Transition
Allocated
Other
Counter Number
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22
10. Displayed withitness
Y = Yes Displayed withitness
N = No Did not display withitness
? = Don't know if teacher displayed withitness
N N N N N N

Figure 9. Mr. Sharp's Coding of Withitness

Summary

Many teachers are willing to make necessary changes in their teaching provided they have access to data indicating where they should begin. Through self-evaluation, teachers can observe and analyze their teaching and then make decisions based on the analysis. Self-evaluation procedures such as those formulated for the TOI, can provide teachers with focused information enabling them to make decisions to improve instructional performance.

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